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ABSTRACT

The counselor directed guidance component for grades seven through nine was designed in conjunction with the California State Guidance Model. The material is arranged under the following chapters: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, skill awareness, and employability skills. Each chapter is arranged according to grade level and begins with a statement of goals and sub-goals, explores activities and objectives, and lists resources. A systematic numerical coding system was used for goals, sub-goals, objectives, and activities, based upon the concepts expressed in the California State Guidance Model. (LH)

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Comprehensive Career Education System

Guidance Component 7-9

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THE COMPREHENSIVE CAREER EDUCATION SYSTEM

GUIDANCE COMPONENT
7–9

The Comprehensive Career Education System was developed through the Orange County Consortium Career Education Model, consisting of the Orange and Santa Ana Unified School Districts and the Rancho-Santiago Community College District.

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ABBREVIATIONS

TAP – Test of Academic Progress
DAT – Differential Aptitude Test
SAAS – Self-Assessment Appraisal Survey
GATB – General Aptitude Test Battery
CEEB – College Entrance Exam Board
ACT – American College Testing Program
EDD – Employment Development Dept.

GUIDANCE COMPONENT 7–9

The Comprehensive Career Education System Guidance Component for grades 7–9, has been exclusively designed for utilization by counselors at the respective grade levels. Counselors representing the three districts designed guidance goals and sub-goals for each career element and grade level. Moreover, each goal and sub-goal was coded showing its relationship to the various basic components and concepts expressed in the California State Guidance Model. Thereupon, performance objectives, activities and resources were devised for grade levels 7–9. Likewise, a systematic numerical coding was used for goals, sub-goals, and activities for easy utilization by counselors.

Throughout the Comprehensive Career Education System, resources or supplemental materials have been designated for your convenience. However, if these materials or resources are not available, substitute materials that would be appropriate for the goals, objectives and activities contained within the System.

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APPRECIATIONS AND ATTITUDES

GOAL:	1.0	Individuals differ in their interests, aptitudes, abilities, values, and attitudes, and this affects their job choices, their life styles, and job satisfaction.
SUB GOALS:	1.3a	To appreciate various forms of human endeavor and work.
	1.3b	To realize that the individual's decisions affect his their style.

OBJECTIVE:	1.3a.1	Seventh grade students will name at least two endeavors at their Junior High School that they feel are worthwhile.
ACTIVITY:	1.3a.1.1	Orientation day in English Class--counselor-led--with slide program showing school personnel and activities. Also, student speakers will be representing various clubs and activities. They will discuss endeavors of the clubs and the individual members.
OBJECTIVE:	1.3b.1	Seventh grade students will be conscious of the fact that the decisions they make on their electives for the following year will affect their lifestyles.
ACTIVITY:	1.3b.1.1	Counselors will visit history classes to discuss registration for next year. There will then be a panel discussion of several eighth grade students who have different patterns of electives. The students will describe their elective patterns and discuss the effects of the elective choices of their lifestyles. This panel discussion could be video-taped in advance.

OBJECTIVE:	1.3a.2	Eighth grade students will describe at least three previously unexplored activities that fellow classmates are engaged in outside of school that they feel are valuable.
ACTIVITY:	1.3a.2.1	Get-acquainted session in classroom at the beginning of the year; divide into small groups of six. Pair off and interview each other on name, family, outside activities, etc. Then go back to group of six and introduce partner.
OBJECTIVE:	1.3b.2	Eighth grade students will be conscious of the fact that the decisions they make on their electives for the following year will affect their lifestyles.
ACTIVITY:	1.3b.2.1	Counselors will visit history classes or discuss registration for next year. Ninth grade students who have chosen various patterns of electives will speak, or a panel discussion (could be video-taped).

OBJECTIVE: 1.3a.3 Ninth grade students will identify three career areas which could provide individual personal fulfillment.

RESOURCES: 1.3a.3.1 Student preparation of a list of ten basic needs and a list of personal needs for self-fulfillment. Comparison of attitude profile with the list of personal needs and human's basic needs.

S.R.A. WORK KIT:
Value Inventor (Myers Briggs) Work Values, Personal Values
O.V.I.S.
S.A.A.S.
Moslow, **New Knowledge In Human Values**
Varenhorst, **Life Career Game Kit**

RESOURCES: 1.3a.4.1
Work Kit
V.I.E.W.
Job Briefs – Occupational Awareness, P.O. Box 5098, Los Angeles, Calif. 90055
Job Experience Kits
Jobs
Taped Interviews
Guest Speakers

GRADE 9

OBJECTIVE: 1.3b.3 Ninth grade students will state at least two important contributions to society that each of two occupations could make to them at some time in their lives.

ACTIVITY: 1.3b.3.1 Hear career speakers (include in format for speakers; how they contribute to society through their work).

a. Parents
b. Community Resources

OBJECTIVE: 1.3b.4 Ninth grade students will choose one decision they made today and one critical decision they made in the past year which affected their lifestyles. The students will make a statement in each case as to how they perceive the effect on their lifestyles.

ACTIVITY: 1.3b.4.1 Decision–making unit: discussion––definition of decision. The decision–making unit will be made up of selected parts of **Deciding**, by Gelett, Varenhorst, and Carey. It can be presented in English cla.s over a five-day period. The counselor should train teachers in the use of the .naterial.

SELF-AWARENESS

GOAL:	2.0	The understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.
SUB GOAL:	2.3	To develop self-perception of abilities, interests, and values as related to "where I am compared to where I want to be."

OBJECTIVE:	2.3.1	The students will identify two personal characteristics of their own which they value. They will identify one characteristic which they want to change or improve upon.
ACTIVITIES:	2.3.1.1	Small group discussion (using Magic Shop from **Group Leader's Manual** by Bates and Johnson if desired); setting of goals at end: one change student will make in self; how?
	2.3.1.2	Self-appraisal Assessment — all in students. (SAAS)
	2.3.1.3	Small group: present list of adjectives (characteristics); each choose two or more that they possess and value and select one to work on. Discuss together. Set specific objective on a behavior to work on during the following week (which is related to the characteristic they want to improve on or gain). Report to the group the following week.

OBJECTIVE: 2.3.2 The student will identify at least one area of strong aptitude.

ACTIVITY: 2.3.2.1 Interpretation of Differential Aptitude Test by counselors. Counselor-led discussion on other aptitudes not represented on the test which students may possess.

OBJECTIVE:	2.3.3	The student will identify two areas of achievement, two interests, and two values of their own.
ACTIVITIES:	2.3.3.1	Interpretation of Tests of Academic Progress and Ohio Vocational Interest Survey.
	2.3.3.2	Decision-making unit in English class (See 1.3b.4.1)
	2.3.3.3.	(See 1.3b.4.1.)
	2.3.3.4	(See 1.3b.4.1)
OBJECTIVE:	2.3.4	The students will identify at least two fellow classmates whose achievements, interests, and/or values are different from their own.
ACTIVITY:	2.3.4.1	Small groups comparing scores after interpretation of TAP and OVIS.
OBJECTIVE:	2.3.5	The student will name at least one ability, one interest, and one value they want to cultivate in the future.

GRADE 9

ACTIVITIES:	2.3.5.1	Charades (acting out the ability the student wants to cultivate--guesses what the ability is).
	2.3.5.2	Role-play having already cultivated the interest, and/or value.
	2.3.5.3	Discussion on values and private commitment to a value during decision-making unit. (See 1.3b.4.1)
OBJECTIVE:	2.3.6	Ninth grade students will be able to state ten interests as they relate to two actual career clusters requirements.

ACTIVITIES:

2.3.6.1 **OVIS** administration and group guidance discussion with a counselor for one hour.

2.3.6.2 **SAAS** administration and small group-discussion for thirty minutes with a counselor. Students will be divided into small groups and report orally about which interests relate to two career clusters.

RESOURCES:

Books:
Randolph and Howe, **Self-Enhancing Education.**
Reichert, **Self Awareness Through Group Dynamics.**
Super, Stariskersky, Matlin, Jordoon, **Career Development: Self-Concept Theory.**

Filmstrips:
"Who Are You?"
"What Do You Like To Do?"
"What Are Job Families?"

Games:
Sunshine; Match Wits Value Game; Can of Squirms
Pennant Educational Materials
P.O. Box 20633, San Diego, Calif. 92120

GRADE 9

OBJECTIVE:	2.3.7	Ninth grade students will understand that a change in interest can be anticipated with broadening experiences, by discussing orally how interests have changed since kindergarten and stating two interests which have been influenced by broadening educational experience.
RESOURCES:	2.3.7.1	Group discussion.
		SRA Discovering Yourself: (This helps develop a concept of self with self-appraisal charts, quizzes, examples. Lists of books, films and group activities to aid the ninth grade students discussions).
		Menninger, **All About You**
OBJECTIVE:	2.3.8	Ninth grade students will comprehend the results of **Ostrom's Self Awareness Scale** after a one hour guidance meeting with a counselor by naming the best of eight fields and stating three reasons why the individual feels it is best.
RESOURCES:	2.3.8.1	**Ostrom's Self Awareness Scale**

DECISION-MAKING

GOAL:	3.0	Career planning should be a privilege and responsibility of the individual who recognizes the influence of living in a changing society.
SUB GOAL:	3.3	To utilize the decision-making process in selecting career clusters to explore and in selecting the following year's course of study.

OBJECTIVE: 3.3.1 The students will decide upon a specific grade point average they will strive to obtain.

The student will then set a goal as to the amount of study time required daily to obtain this grade point average.

ACTIVITY: 3.3.1.1. In a classroom, four to six weeks after school opens, (possibly English or history) counselor will show transparencies on explanation of grade point average (how it is figured, what it takes to make first and second honor roll), how to study, and planning of study time.

OBJECTIVE: 3.3.2 The students will list the following factors they should consider in making educational decisions:

1. Their own **abilities, interests, values**
2. Information on **alternatives**
3. Goals: short and long-range
4. **Consequences**

ACTIVITY: 3.3.2.1 Discussion on factors to consider in educational planning. Read various hypothetical situations of students. Have work sessions in small groups--each group will come up with statements as to how each hypothetical student should plan for the future (what information to gather, how to gather it, considerations involved, etc.). Read the following situations to the class:

1. Joe is in the eighth grade. He hasn't given much thought to what he will do after high school. When he was asked about his plans, he said he might like to go to college, but he was not sure that he could. He also said that he might like to go into electronics work.

a) What subjects should he take?
b) What school activities?
c) How would you advise him? (Class satisfied with this advice.)
d) What do we know about Joe?
e) What more would we like to know about him?

ACTIVITY: 3.3.2.1

2. Carol is in the seventh grade. She says that she would like to be a homemaker, nurse or secretary. She is wondering about what subjects to take next year.

a) What kinds of information does she need?
b) What questions should she ask and of whom?

3. Other situations with questions to be answered.

OBJECTIVE:	3.3.3	The student will list at least three of the following as facets of decision-making values, alternatives, information, willingness to risk, and strategy.
ACTIVITY:	3.3.3.1	Decision-making unit (See 1.3b.4.1)
OBJECTIVE:	3.3.4	The student will apply the decision-making process to selection of courses for the following year.
ACTIVITIES:	3.3.4.1	Interpretation of testing; decision-making unit (See 1.3b.4.1) including study and discussion of values, alternatives, willingness to risk, and strategy; having students from the high school talk on various elective areas. Select program after considering the above.
OBJECTIVE:	3.3.5	The students will name two job clusters they are interested in exploring.
ACTIVITIES:	3.3.5.1	Interpretation of the Ohio Vocational Interest Survey. Decision-making unit (See 1.3b.4.1).

GRADE 9

OBJECTIVE:	3.3.6	Ninth grade students will decide upon two career cluster choices for investigation.	
RESOURCES:	3.3.6.1	**Books:**	Osipow, **Theories of Career Development**
			SRA, **What To Do After High School**
			Graduate and Professional Schools
			Opportunities for Minorities Students, (Information Services, Educational Testing Service, Princeton, N.J. 08540)
			Kosuch and Miltenburger, **Teaching for Career Decision-Making**
		Films:	"Opportunity Everywhere," 8mm/color/11 minutes
		Filmstrips:	"Preparing for the World of Work."
			"Choosing Your Career."
			"What You Should Know Before You Go To Work."
		Kits:	**DUSO** Kit
			Bowmar, **A Direction for Tomorrow** (seven multimedia kits: each contains six filmstrips and cassettes)

EDUCATIONAL AWARENESS

GOAL:	4.0	Knowledge and skills in different subjects relate to performance in different work roles.
SUB GOAL:	4.4	To identify and understand values and skills as they relate to life-styles.

OBJECTIVE: 4.4.1 The students will be able to describe at least four different student life-styles. The students will identify their own life-style.

1. Frequently absent; doesn't make up work missed; dislikes school; not involved; loses materials.
2. Just gets by; doesn't participate orally in most classes; misbehaves sometimes; enjoys time out of school.
3. Average grades; one activity; has a few good friends.
4. Average grades; popular with fellow-students; dresses cleanly and in style.
5. Very involved; good grades; does all homework.

ACTIVITY: 4.4.1.1 Kiehler-King-Sullivan checklist will be given to the students to determine their student life-style. Check-list will be scored. Students will study their own life-style and other life-styles on K-K-S student life-style sheet. Students will name one value and one skill involved in their life-style. Also students will state whether or not they would like to move to a different student life-style. If they would, they will state which life-style they prefer and name at least one step they will take to progress toward that life-style. (See Appendix A)

APPENDIX A

KIEHLER-KING-SULLIVAN CHECKLIST

Student life style check list – Which one is **your life style?**

Check those items which describe you, then see which life style has the most checks. (No one else will see this form – it is for your own use.)

Life style A – _____ I am involved in several school activities.

_____ I have at least a B+ (3.33) grade average.

_____ I do all of what is required in clases and sometimes more than the required work.

_____ I read quite a bit outside of school: newspapers, magazines, or books related, and also some unrelated, to school work.

Life style B– _____ I receive about average grades.

_____ I believe that I am popular with the students in my grade.

_____ I think it is important to look neat and be in style.

_____ I, once in a while, read a newspaper, a magazine or a book in my own interest areas outside of school work.

APPENDIX A (Con't)

Life style C – _____ I receive average grades.

_____ I am involved in about one school activity, (music, club, sports, etc.)

_____ I have a few close friends, but do not see myself as being real popular.

_____ I sometimes read a newspaper, a magazine, or a book in my own interest area outside of school work.

Life style D– _____ I usually do just enough to get by in class with a passing grade. Once in a while I do not pass a class.

_____ I have been sent to the assistant principal.

_____ I often watch the clock because I want to get away from school.

_____ i, once in a while, read a magazine or book at home related to my spare time activities.

Life style E – _____ I am absent very often.

_____ I lose materials and get *in* trouble for that sometimes.

_____ I don't believe that school has much to offer me.

_____ I, once in a while, read part of a magazine or book related to my spare time activities.

APPENDIX A (Con't)

Summary:

1. The student life style which appears to be the closes to mine (the ones under which I have the most checks) is Life Style _____.

2. I _____ pleased with this student life style.
   am, or am not

3. If you answered **am** to Question No. 2, write here the reasons why you are pleased with your present student life style:

   a. _____

   b. _____

   c. _____

4. If you answered **am not** to Question 2 which student life style do you want to move to?_____

   What is the first step you are going to take to make the change?_____

   What other steps will be necessary?_____

OBJECTIVE: 4.4.2 Same as seventh grade. (4.4.1)

ACTIVITY: 4.4.2.1 Same as 4.4.1.1

Evaluate change, comparing last year's to this year's. Set goal for next year.

OBJECTIVE:	4.4.3	The student will describe three different life-styles and will relate two skills and two values involved in each career.
ACTIVITIES:	4.4.3.1	Interview with adults
	4.4.3.2	Field trip to career areas
	4.4.3.3	Discussion of various life-styles and skills and values involved in each
OBJECTIVE:	4.4.4	Ninth grade students will meet in guidance groups at least three times to discuss master academic high school programming for their individual chosen career cluster and make tentative programs.

RESOURCES:

Student Handbook
Course description on handbook
Task Force on High School Redesign, **Toward the 21st Century**
SRA, My Educational Plans (Self appraisal inventories help high school students plan a realistic high school program.)
SRA, Vocational Planning Inventory.

CAREER AWARENESS

GOAL:	5.0	The students will understand the job families and career clusters classifications. Following this, the students should accept the responsibility of making career choices affecting their own destiny based upon their knowledge of self, knowledge of the world of work, and correlation of their potential with limiting factors in their environment.
SUB GOAL:	5.3	To survey career clusters based on understanding of interests, values, and abilities.

OBJECTIVE: 5.3.1 The students will compare their interests with those of at least four other students.

ACTIVITY: 5.3.1.1 Get acquainted session in a class at beginning of school year. Divide into small groups ––introduce selves; name, elementary school attended, family, interests.

OBJECTIVE: 5.3.2 The students will know how to explore career clusters at their own school.

ACTIVITY: 5.3.2.1 Tour of mini-guidance center by counselor. Students will be introduced to clusters. Each student will be encouraged to explore a cluster they are interested in. (Use of Dart Board portraying career clusters):

Six students will be chosen to throw a dart at the Career Cluster Dart Board. The counselor will name the cluster each student's dart landed on, and will ask that student whether they would like to explore that cluster. Point: It does not usually work to choose at random a cluster to explore. Begin by looking at interests and relate to clusters. The counselor will then help students to identify a cluster they would be interested in exploring. The counselor will also mention the Ohio Vocational Interest Survey to be given the following year to help determine occupational interests. (See Activity 6.3.3.1 which can be combined with this visit to the guidance center).

OBJECTIVE: 5.3.3 The students will name three job clusters they are interested in exploring.

ACTIVITY: 5.3.3.1 Interpretation of testing: TAP and OVIS. Decision-making unit (See 1.3b.4.1)

Exploration through SRA Occupational Exploration Kit and Job Family Service Booklet – Occupational Exploratory Kit – Large Desk Top Kit – Film Loops.

OBJECTIVE: 5.3.4 Ninth grade students will be able to assess and relate their values to the fifteen career clusters.

RESOURCES: 5.3.4.1 CUP RUNNETH OVER*; BECOMING AWARE OF VALUES: A RESOURCE GUIDE IN THE USE OF VALUES GAME; VALUE BINGO*; MATCH WITS; THE UNGAME.

Books:
Brayer and Cleary, **Valuing in the Family, A Workshop Guide for Parents.**
Blanchette, Arnspigu, Bill, Rucher, **The Herman Value Series.**
Maslow, **New Knowledge in Human Values.**
Simon, Howe, Kirskenbaum, **Values Clarification, A Handbook of Practical Strategies for Teachers and Students.**

*Pennant Educational Materials, P.O. Box 20633, San Diego, Calif. 92120.

GRADE 9

Kits: **Valuing: Exploration and Discovery – Hall**
Dimensions of Personality; Search for Values, (Program)
Value Inventory (Myers Briggs) Work Values, Personal Values

Filmstrips: "Preparing for the World of Work."

OBJECTIVE: 5.3.5 Ninth grade students will be able to state four abilities required for five career clusters.

RESOURCES: 5.3.5.1 Teacher/Counselor presentation of occupational clusters from Ohio State Occupational Cluster model.

Student composite list on wall chart of common abilities necessary for occupational clusters.

Job Experience Kit

U.S. Department of Labor:

Counselor's Desk Aid (Eighteen basic vocational directions.)

Filmstrips: "Choosing Your Career"
"What You Should Know Before You Go To Work"

Pamphlets: U.S. Department of Labor
"Biology and Your Career"
"English and Your Career"
"Foreign Languages and Your Career"
"Thinking of an Office Job?"
"Science and Your Career"
"Social Science and Your Career"
"Your Job as a Repairman or Mechanic"

OBJECTIVE: 5.3.6 Ninth grade students will explore three career clusters in depth on a contact basis for a minimum of six weeks, one hour per day.

RESOURCES: 5.3.6.1 Career Development Center
Career Guidance Center
Dictionary of Occupational Titles
V.I.E.W.

GRADE 9

RESOURCES: (con't)		Administration and discussion of J.O.B. Filmstrip: "What are Job Families?" Making of slides of various career clusters Reading, discussion and answering of questions on **Investigation of Occupation Groups.** Outside speakers from community. **SRA Handbook of Job Facts** Variable credits will be awarded
OBJECTIVE:	5.3.7	Ninth grade students will be able to list individual highest interests (three) as determined by an interest inventory and give an example of that occupational interest area.
RESOUCES:	5.3.7.1	Ohio Vocational Interest Survey Group guidance by counselor for one hour after the interest survey has been conducted. **Dictionary of Occupational Titles** **D.O.T. Files**

ECONOMIC AWARENESS

GOAL	6.0	To gain a basic knowledge of economics including an awareness of the fact that specialization creates an interdependent society, and to realize that when a job is not totally fulfilling to a worker, one may seek greater satisfaction from other facts of his life.
SUB GOAL:	6.3	To understand the management of finances and economics potential as related to career clusters.

OBJECTIVE: 6.3.1 The student will evaluate the effect that a worker's salary has on the worker's life-style.

ACTIVITY: 6.3.1.1 Introduction to socio-economic levels and jobs within those levels by teacher or counselor. Introduction to interviewing techniques. Each student will interview one worker (possibly a neighbor) from one socio-economic level to determine:

1. Education--training required for job
2. Salary
3. Professional dues and expenses
4. Re-training
5. Promotions--raises: amount, frequency
6. Favorite recreations
   a. in home
   b. outside of home
7. Regular services used in the management of the home (gardener, housekeeper, spring water delivery, etc.)

Discussion and comparison of findings.

OBJECTIVE: 6.3.2 The student will estimate the salary range within one career cluster.

ACTIVITY: 6.3.2.1 (Combined with Activity 5.3.2.1)
Students will visit the mini-guidance center. The counselor will explain the career clusters. Students will choose one cluster and explore its salary range.

OBJECTIVE:	6.3.3	The students will choose one job from each of the three clusters they have chosen to explore, and will make their own personal graph comparing the three salary ranges.
ACTIVITY:	6.3.3.1	Use the three job clusters the student identified under activity 5.3.3.1 Career speakers (include salary in the speaker's format). **Occupational Outlook Handbook use.** Making of the graph in math class.
OBJECTIVE:	6.3.4	The students will prepare a sample budget for a single person for one of the three salaries they discovered for their graphs.
ACTIVITY:	6.3.4.1	Lesson on budget preparation in math class.
OBJECTIVE:	6.3.5	Ninth grade students will list the approximate economic potential of three career clusters.

GRADE 9

RESOURCES: 6.3.5.1 **Books:** **Occupational Outlook Handbook** Thornebile & Hagen, **Ten Thousand Careers/Occupational Outlook Quarterly.**

Publications of the Bureau of Labor Statistics.

NVCA Bibliography of Current Career Information.

Superintendent of Documents, **"New Careers–Jobs with a Future and a Profession.**

Superintendent of Documents, **Manpower/U.S.** Department of Labor, **Guide to Local Occupational Information.**

The Encyclopedia of Careers and Vocational Guidance, 1957; volume 1; **Planning Your Career**; volume 11, **Careers and Occupations.** Superintendent of Documents, **Counselor's Guide to Manpower Information,** 1958. U.S. Department of Labor, **Job Guide For Young Workers,** 1969-1970.

Films: Films on Manpower
National Audio-Visual Center
General Services Administration,
Washington, D.C. 20409

OBJECTIVE: 6.3.6 Ninth grade students will list the cost of entering three different fields and know future expected income.

RESOURCES: 6.3.6.1 Career Guidance Center
Career Development Information Center
Outside speakers (medical, secretarial, etc.)
Students will contact five employed adults to ascertain the costs of entering a career and the projected financial outcome.
Student made bulletin board.

Books: **Occupational Outlook Handbook** Zucherman & Horn, **Guide To Simulation and Guides for Education and Training.**
Career Opportunities (Career Information Service, New York Life Insurance Company, Box 51, Madison Square Station, New York, N.Y.) California Department of Human Resources Development, **Occupational Guides**, Calif. Depart. of Human Resources Development, **Occupational Profiles.**

GRADE 9

Phamphlets: U.S. Department of Labor
Bureau of Labor Statistics
450 Golden Gate Ave.
Box 36017
San Francisco, Calif. 94102
"Jobs for Which Junior College, Technical Institute, or other Specialized Training is Usually Required."
"Jobs for which a High School Education is Usually Required."
"Jobs for which a College Education is Usually Required".
"Jobs for which a High School Education is Preferred, but not Essential."
"Jobs for which Apprenticeship Training is Available."

SKILL AWARENESS

GOAL: 7.0 The student will establish relevance between academic courses and occupational roles and will understand that both classificiations and levels of occupations affect leisure time activities.

SUB GOAL: 7.3 To be aware of the necessity to develop and use skills in career choices and leisure time activities.

OBJECTIVE: 7.3.1 The students will state one skill they use in their work; one they use in their leisure.

ACTIVITY: 7.3.1.1 Discussion of skills and values as related to career clusters **What's My Line?** game. Focus in on the careers through questions on values, skills, etc. Some questions should be prepared in advance. Relate to the present. What skills do you use now in school and in leisure? Discuss.

OBJECTIVE:	7.3.2	The students will state at least two tools they have learned to use in homemaking or industrial arts. They will state one occasion (in a job, home, or leisure) on which they can use each tool.
ACTIVITY:	7.3.2.1	Homemaking and industrial arts discussions---quiz.

ACTIVITY:	7.3.2.2	Career speakers (necessary skills to be included in their format of what areas to cover during talk.)
OBJECTIVE:	7.3.3	The student will name two skills necessary in each of two careers and/or career clusters.
OBJECTIVE:	7.3.4	Ninth grade students will recognize and be able to list the current educational requirements for one career area.

RESOURCES:

D.O.T.
D.O.T. files
Occupational Outlook Handbook
Department of Labor
Department of Human Resources Development
Career Counseling Center
SRA Occupational Exploration Kit

EMPLOYABILITY SKILLS

GOAL:	8.0	The student will learn about the many training routes available for a variety of possible occupational choices.
SUB GOAL:	8.3	To understand the personal and social interaction skills necessary to acquire, maintain and progress in employment.

OBJECTIVE:	8.3.1	The student will list five resources for finding a job.
ACTIVITY:	8.3.1.1	Watching slide series: "How to Find a Job" by discussion on skills involved in acquiring a job: Knowing resources, how to approach and utilize them?
OBJECTIVE:	8.3.2	The student will practice social interaction skills.
ACTIVITIES:	8.3.2.1	Group counseling
	8.3.2.2	"Learning Discussion Skills Through Games," by Gen Stanford, for teachers. This book includes activities which help students develop interaction skills which the counselor will introduce.

OBJECTIVE:	8.3.3	The student will list at least five personal and social interaction skills necessary for maintaining and progressing in employment.
ACTIVITIES:	8.3.3.1	Develop a slide program
	8.3.3.2	Work Experience student speakers from the high school who will explain the personal and social interaction skills used on their jobs.

OBJECTIVE:	8.3.4	The student will participate in a problem-solving conference.
ACTIVITIES:	8.3.4.1	Discussion using Critical Incidents.
	8.3.4.2	Discussion using Dale Carnegie Course method of problem-solving in a group, (statement of problem, causes, possible solution, best solution). Possible topics: littering of campus, lack of participation in class, etc.
	8.3.4.3	Discussion using methods in Gen Stanford's **Learning Discussion Skills Through Games.**
OBJECTIVE:	8.3.5	The student will state that listening to others, and participating in discussions is important in careers.
ACTIVITIES:	8.3.5.1	Discussion on application of problem-solving and listening skills in school, home and future careers.
	8.3.5.2	Film loop which portrays use of listening and communication skills needed in careers.

GRADE 9

OBJECTIVE:	8.3.6	The student will accurately paraphrase other students comments during a group discussion.
ACTIVITIES:	8.3.6.1	Discussion on good listening.
	8.3.6.2	Discussion exercise in listening; having each student paraphrase previous comment before making their own comment. This could be done by a teacher in a regular discussion, or the counselor could lead a discussion in the classroom or in smaller groups.
OBJECTIVE:	8.3.7	Ninth grade students will recognize the need for personal grooming and appropriate dress in a variety of work environments and will demonstrate in writing their personal improvements after three one hour guidance sessions.

RESOURCES: 8.3.7.1 Video Tape Recorder

Speakers: A local beautician on hair care and styling.
A local cosmetic sales person on make-up and cleanliness.
The school nurse on diet and personal hygiene.
A fashion school representative on dress, posture and walking.

Phamphlets: California Department of Human Resources Development
"How to Get and Hold the Right Job."
"How to Prepare Yourself for Job Interviews."
"Get That Job!"
"Mini Guides."
"Occupational Profiles"
"Job Finder Series"
"Labor Market Bulletins"

Films: Pan American World Airways "Look Right, Stay Sharp."

Filmstrips: "What You Should Know Before You Go To Work."

GRADE 9

OBJECTIVE: 8.3.8 Ninth grade students will list five personal and social skills that are needed for six career clusters.

RESOURCES: Role play examples of behaviors, attitudes and social skills which are appropriate and inappropriate to six career clusters.

One community speaker from each six career clusters to discuss personal and social skills needed.

Student Observation – participation interview in a job of their choice.